



# ASSIGNMENT BOOKLET 2B

Grade One Thematic  
Module 2B: Days 10 to 18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE  
(if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for  
correct course and module.

Teacher's Comments

Teacher's Signature

## **INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET**

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

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Do **not** enclose letters with Assignment Booklets.

**Send all letters in a separate envelope.**

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2. All faxing costs are the responsibility of the sender.

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# Grade One

## Thematic Module 2B



## Assignment Booklet 2B



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**This product is the result of a joint venture with the following contributors:**



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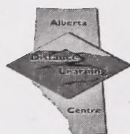
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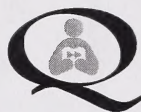


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Assignment Booklet 2B  
Learning Technologies Branch  
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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# GRADE ONE THEMATIC ASSIGNMENT BOOKLET 2B

## LEARNING TASKS

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

## REPORTING STUDENT PROGRESS

A range of assessment tools (for example, activity samples, journal entries, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

## DIRECTIONS FOR HOME INSTRUCTOR AND STUDENT

Directions in this Assignment Booklet are generally written to read with the student. For certain assignments, home instructor directions are also required. Text for you will be in one type style. Text for you and the student will be in a larger type style and will be indented. See the example that follows.

Text for you and the student  
will appear like this.

Text for you  
will appear like this.

Grade One Thematic

Assignment Booklet 1A

Day 6: Choice 1

Printing Tt

Trace over the first dotted T or t in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.

upstairs  
main floor  
basement

2 →

1 ↓

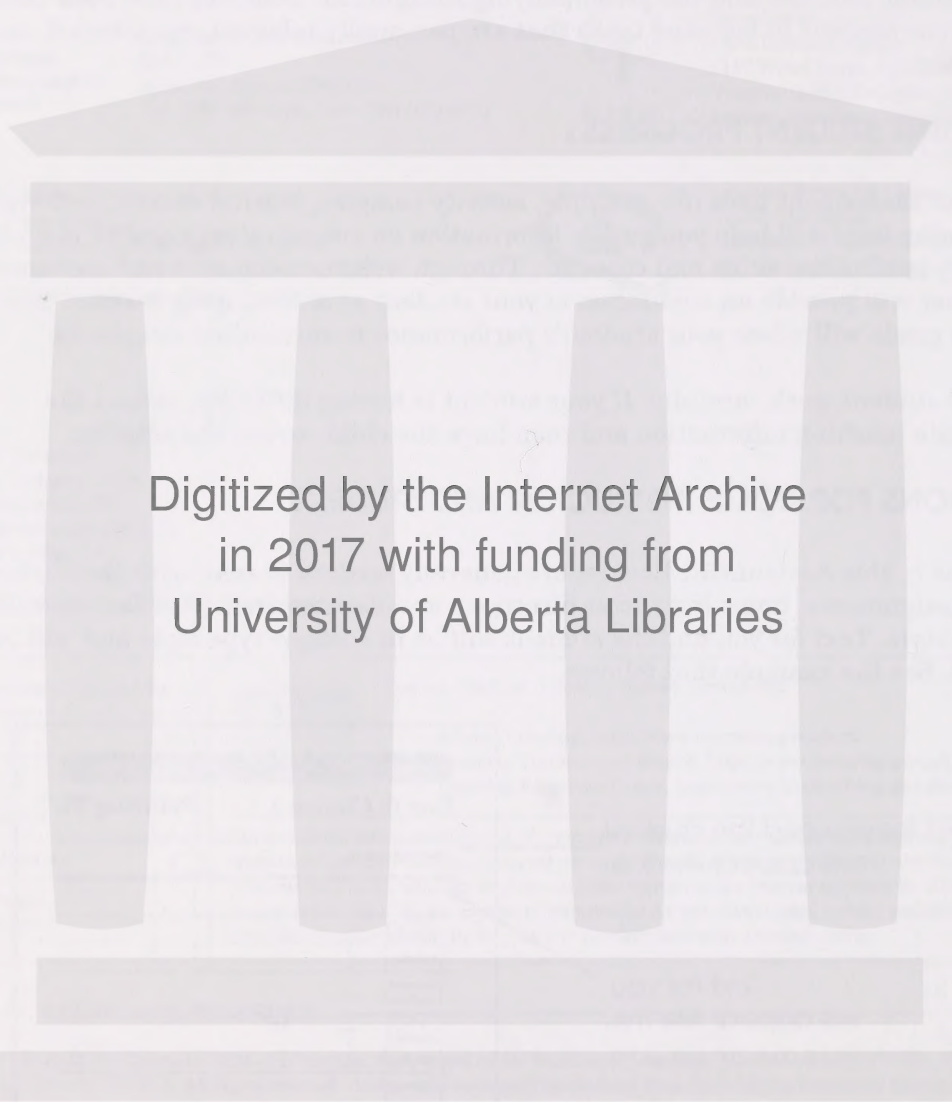
upstairs  
main floor  
basement

2 →

1 ↓

16





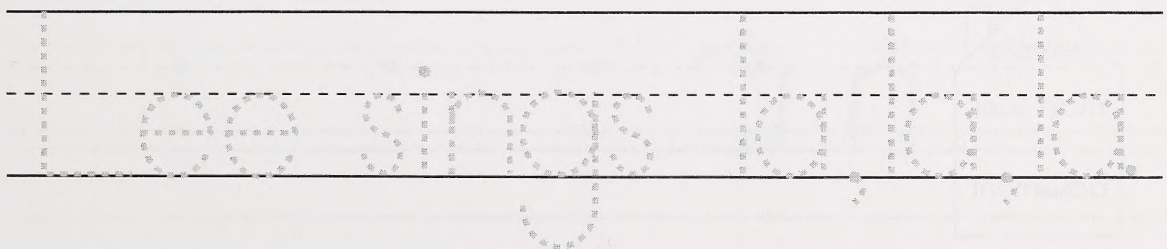
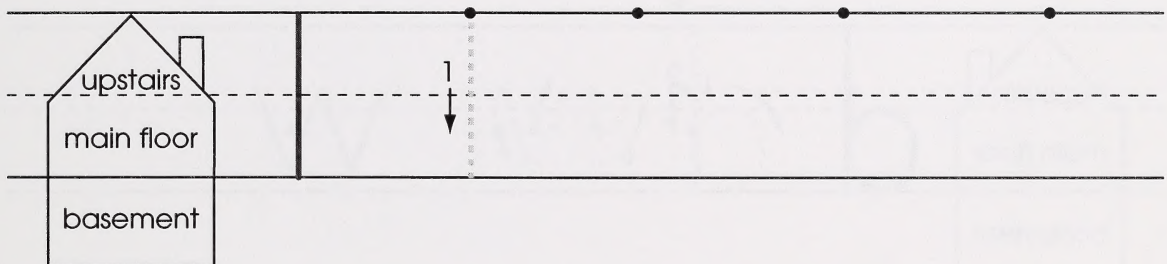
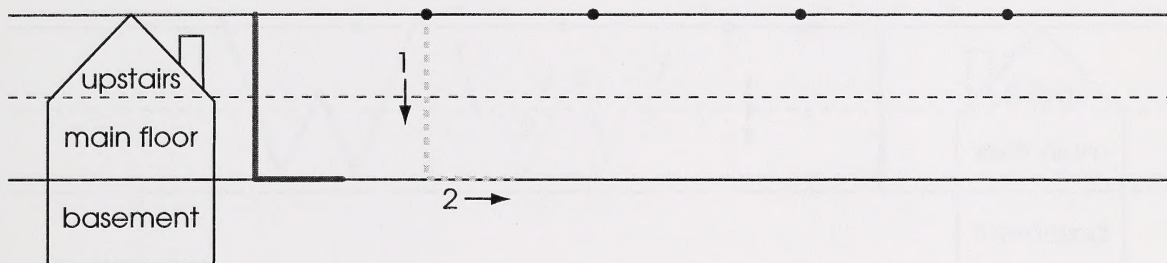
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## Day 10

## Printing Ll

Trace over the first dotted **L** or **I** in the line. Then complete the first two lines. Copy the sentence on the bottom line.

Use the arrows and numbers as guidelines for direction and sequence.

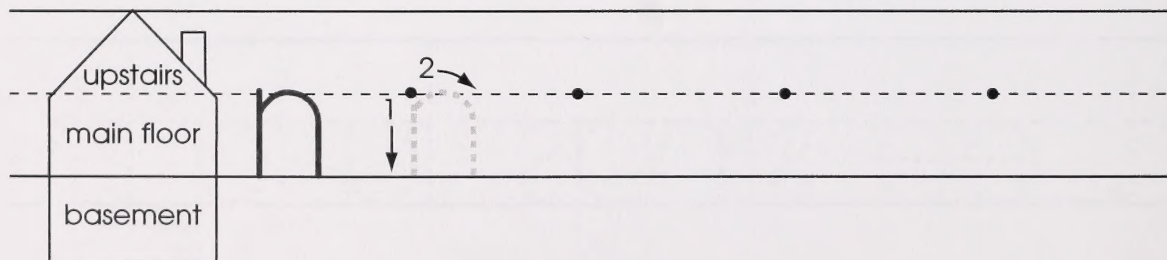
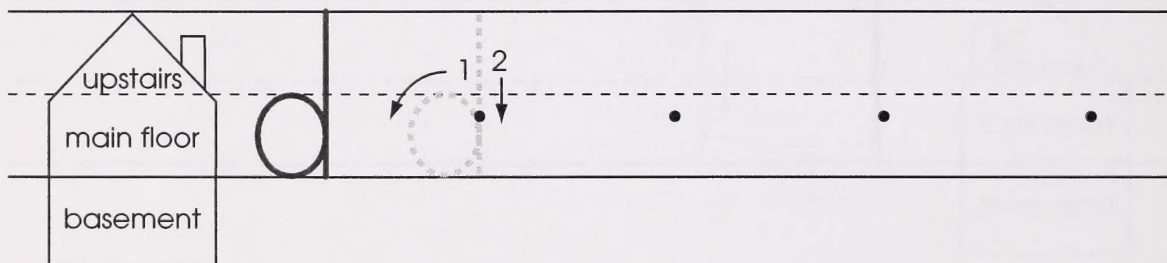
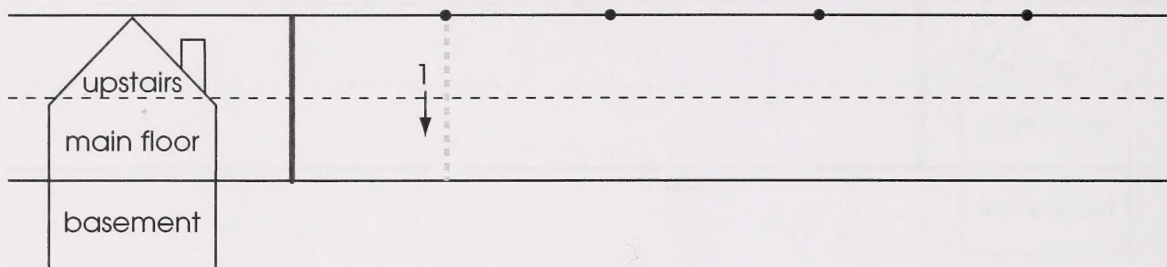


## Day 11

## Printing l, d, and n

Trace over the first dotted **l**, **d**, or **n** in each line. Then complete the line.

Use the arrows and numbers as guidelines for direction and sequence.



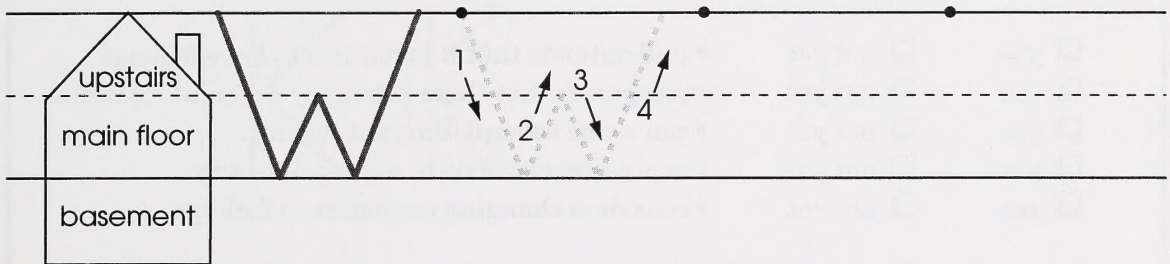


## Day 12

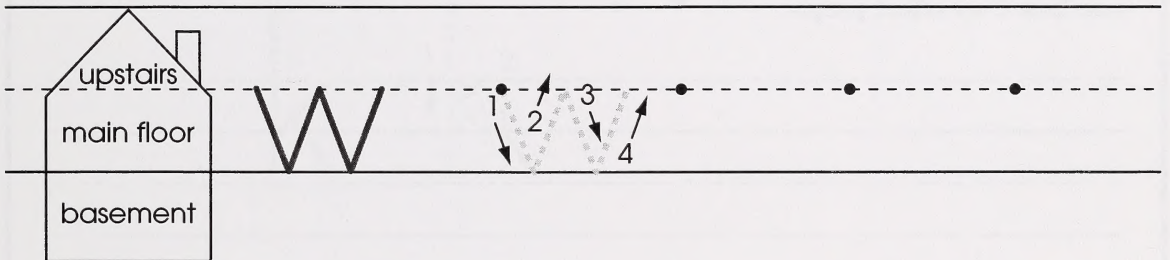
## Printing Ww

Trace over the first dotted **W** or **w** in each line. Then complete the lines that follow.

Use the arrows and numbers as guidelines for direction and sequence.



This row features a three-line handwriting guide (top, middle dashed, bottom) and a house icon on the left with labels: 'upstairs' in the top section, 'main floor' in the middle section, and 'basement' in the bottom section. A solid uppercase 'W' is shown between the middle and bottom lines. To its right, a dotted uppercase 'W' is provided for tracing, with four numbered arrows indicating the stroke order: 1 (downward diagonal), 2 (upward diagonal), 3 (downward diagonal), and 4 (upward diagonal). The row concludes with three dots on the top line, each serving as a starting point for a new uppercase 'W' to be written.



This row features a three-line handwriting guide (top, middle dashed, bottom) and a house icon on the left with labels: 'upstairs' in the top section, 'main floor' in the middle section, and 'basement' in the bottom section. A solid lowercase 'w' is shown between the middle and bottom lines. To its right, a dotted lowercase 'w' is provided for tracing, with four numbered arrows indicating the stroke order: 1 (downward diagonal), 2 (upward diagonal), 3 (downward diagonal), and 4 (upward diagonal). The row concludes with three dots on the middle dashed line, each serving as a starting point for a new lowercase 'w' to be written.

## Day 12

## Learning Log

**Home Instructor's Comments**

What have you observed about your student's development in understanding emotions? Check **yes** or **not yet**.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that it is natural to have feelings   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes that there are many different emotions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can name several different feelings               |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • expresses emotions in appropriate ways            |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • considers changing responses to feelings          |

Add comments about your student's personal growth in understanding emotions and how they affect people.

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**Student's Thoughts**

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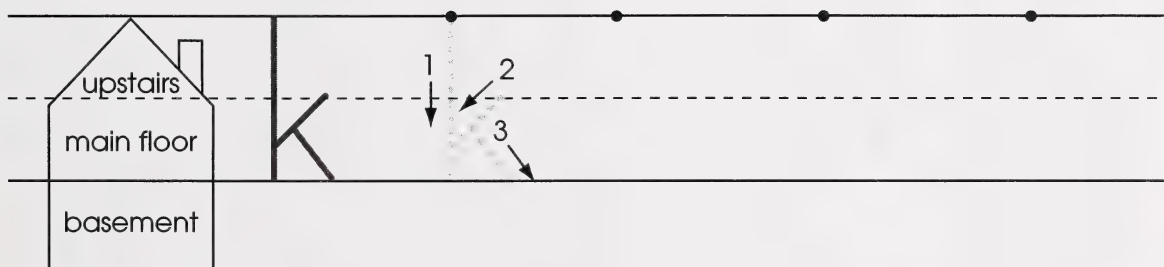
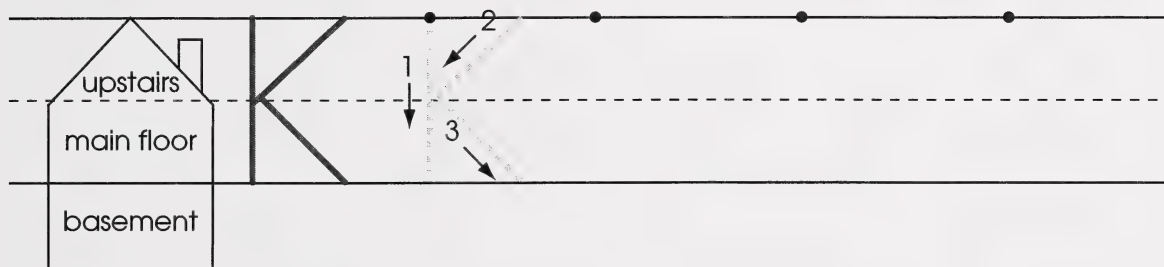


## Day 13

## Printing Kk

Trace over the first dotted **K** or **k** in each line. Then complete the lines that follow.

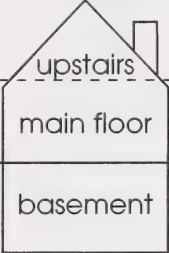
Use the arrows and numbers as guidelines for direction and sequence.



# Day 14      Printing s, t, b, and h

Trace over the first dotted letter in each line, and then complete the line.

Use the arrows and numbers as guidelines for direction and sequence.




upstairs  
main floor  
basement

S

1

Tracing guide for uppercase letter S on lined paper. The letter is shown on the main floor line. A dotted 'S' follows for tracing, with an arrow and the number '1' indicating the starting point and direction of the stroke.



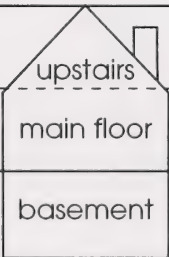
upstairs  
main floor  
basement

t

2

1

Tracing guide for lowercase letter t on lined paper. The letter is shown on the main floor line. A dotted 't' follows for tracing, with arrows and numbers '1' and '2' indicating the stroke sequence: a vertical line down (1) and a horizontal crossbar (2).



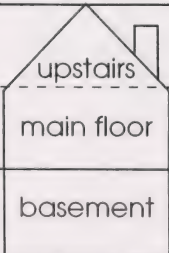
upstairs  
main floor  
basement

b

1

2

Tracing guide for lowercase letter b on lined paper. The letter is shown on the main floor line. A dotted 'b' follows for tracing, with arrows and numbers '1' and '2' indicating the stroke sequence: a vertical line down (1) and a circular hump (2).



upstairs  
main floor  
basement

h

1

2

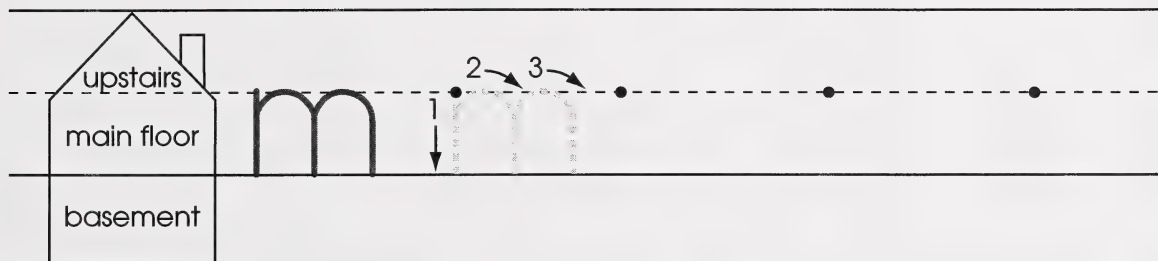
Tracing guide for lowercase letter h on lined paper. The letter is shown on the main floor line. A dotted 'h' follows for tracing, with arrows and numbers '1' and '2' indicating the stroke sequence: a vertical line down (1) and a hump (2).



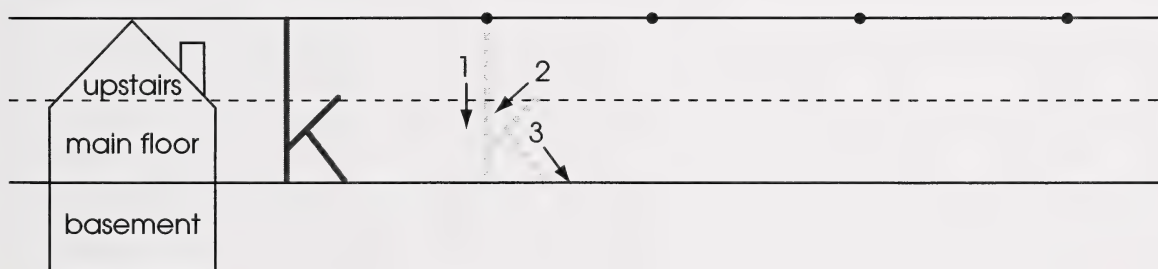
# Day 14      Printing m, k, j, and f

Trace over the first dotted letter in each line, and then complete the line.

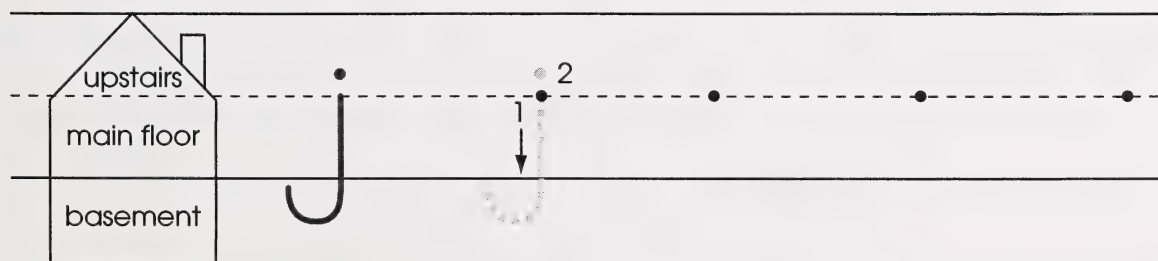
Use the arrows and numbers as guidelines for direction and sequence.



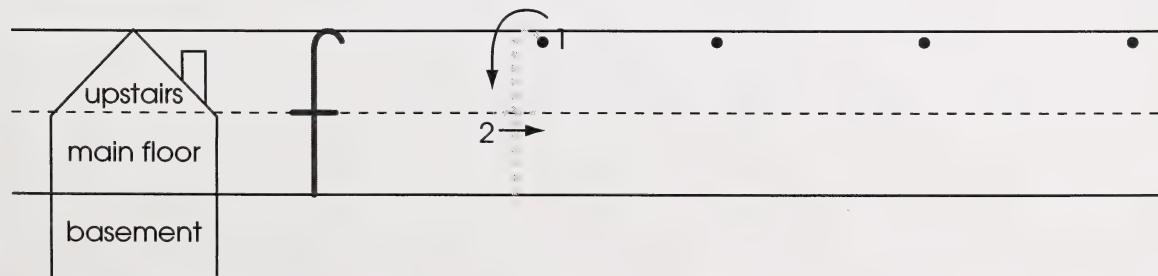
Tracing guide for lowercase letter m. The letter is shown on a three-line grid (top solid, middle dashed, bottom solid). A house icon on the left is divided into three sections: "upstairs" (top), "main floor" (middle), and "basement" (bottom). The letter m is printed on the main floor line. A dotted m is shown for tracing, with arrows and numbers indicating stroke order: 1 (vertical down), 2 (first hump), and 3 (second hump). The rest of the line has dotted m's for tracing.



Tracing guide for lowercase letter k. The letter is shown on a three-line grid. A house icon on the left is divided into three sections: "upstairs", "main floor", and "basement". The letter k is printed on the main floor line. A dotted k is shown for tracing, with arrows and numbers indicating stroke order: 1 (vertical down), 2 (diagonal up), and 3 (diagonal down). The rest of the line has dotted k's for tracing.



Tracing guide for lowercase letter j. The letter is shown on a three-line grid. A house icon on the left is divided into three sections: "upstairs", "main floor", and "basement". The letter j is printed on the main floor line. A dotted j is shown for tracing, with arrows and numbers indicating stroke order: 1 (vertical down), 2 (hook). The rest of the line has dotted j's for tracing.



Tracing guide for lowercase letter f. The letter is shown on a three-line grid. A house icon on the left is divided into three sections: "upstairs", "main floor", and "basement". The letter f is printed on the main floor line. A dotted f is shown for tracing, with arrows and numbers indicating stroke order: 1 (vertical down), 2 (horizontal crossbar). The rest of the line has dotted f's for tracing.

# Day 14

# Learning Log

## Home Instructor's Comments

What have you observed about your student's writing development? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys sharing own writing during Sharing Time |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes sentences with connected ideas          |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows awareness of capital letters and periods |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • reads own writing                              |

Comment on your student's progress in using new words in writing.

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## Student's Thoughts

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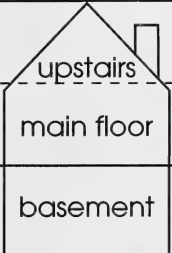


## Day 15

## Printing w, c, and r

Trace over the first dotted letter in each line, and then complete the line.

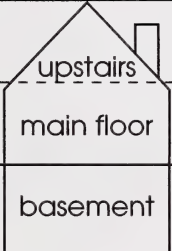
Use the arrows and numbers as guidelines for direction and sequence.



upstairs  
main floor  
basement

w

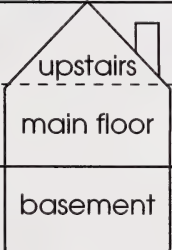
1 2 3 4



upstairs  
main floor  
basement

c

1



upstairs  
main floor  
basement

r

1 2

# Day 15

# Popcorn Report

Record your student's estimates and measurements.

## Popcorn batch 1

How many kernels will **not** pop?

estimate: \_\_\_\_\_ actual count: \_\_\_\_\_

Measurement of ten popped kernels: \_\_\_\_\_ centimetres

## Popcorn batch 2

How many kernels will **not** pop?

estimate: \_\_\_\_\_ actual count: \_\_\_\_\_

Measurement of ten popped kernels: \_\_\_\_\_ centimetres

Record the student's answers to the following questions:

- Did the first ten pieces of popcorn measure longer than the second ten pieces of popcorn? \_\_\_\_\_  
\_\_\_\_\_
- Why do you think the length is different? \_\_\_\_\_  
\_\_\_\_\_
- How did the first batch of popcorn compare with the second in taste and appearance? \_\_\_\_\_  
\_\_\_\_\_
- What caused the difference? \_\_\_\_\_  
\_\_\_\_\_



**Day 16****Spelling Post-Test**

Print one spelling word on each line below.

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## Day 16

## Printing qu

Trace over the first dotted **qu** in the first line, and then complete the lines that follow.

Use the arrows and numbers as guidelines for direction and sequence.

The handwriting practice section consists of five sets of three horizontal lines (top, middle dashed, and bottom). The first set includes a house diagram on the left with three sections labeled 'upstairs', 'main floor', and 'basement'. To the right of the house is a solid lowercase 'qu' with a checkmark. Further right is a dotted lowercase 'qu' with numbered arrows indicating stroke order: 'q' is formed by a counter-clockwise circle (1) and a vertical line down (2); 'u' is formed by a vertical line down (1) and a curved bottom (2). To the right of the dotted 'qu' are two more dotted 'qu's for tracing. The remaining four sets of lines are empty for independent practice.



## Day 16

## Printing Vv

Trace over the first dotted **V** or **v** in each line, and then complete the lines that follow.

Use the arrows and numbers as guidelines for direction and sequence.

upstairs  
main floor  
basement

upstairs  
main floor  
basement

## Day 16

## Learning Log

## Home Instructor's Comments

What have you observed about your student's physical development in movement activities? Check **yes** or **not yet**.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • participates eagerly in movement activities  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • moves to simple rhythms  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows awareness of safety when moving  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands basic movement vocabulary, such as backward, forward, sideways, behind, in front |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • thinks of different ways to move   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses a variety of ways to move   |

Use this space for questions or comments about your student's development in movement activities.

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## Student's Thoughts

Colour the face that shows what you think about today's activities.



confused



okay



good



great



# Day 17 Word Recognition Test

Use the index cards from your student's New Word Box and personal word bank to test immediate word recognition. Check the words the student can read by sight.

☐ you☐ it☐ have☐ at☐ if☐ with☐ of☐ for☐ his☐ that☐ was☐ one☐ this☐ on☐ two☐ in☐ are☐ three☐ is☐ as☐ by

If your student has chosen theme or special-interest words, print them here. Check the words that the student recognizes easily.

☐

\_\_\_\_\_

☐

\_\_\_\_\_

☐

\_\_\_\_\_

☐

\_\_\_\_\_

☐

\_\_\_\_\_

☐

\_\_\_\_\_

☐

\_\_\_\_\_

☐

\_\_\_\_\_

☐

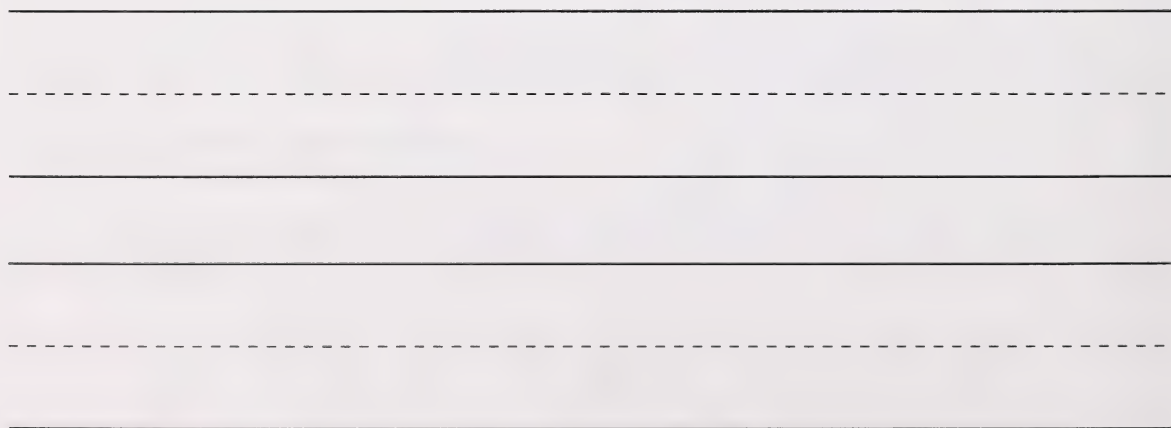
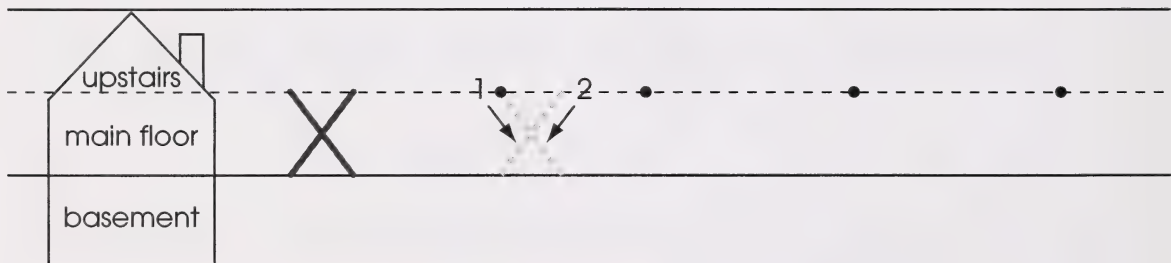
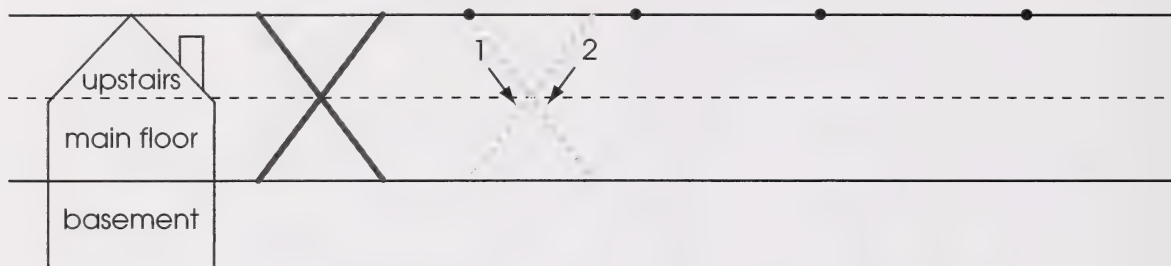
\_\_\_\_\_

## Day 17

## Printing Xx

Trace over the first dotted **X** or **x** in each line, and then complete the lines that follow.

Use the arrows and numbers as guidelines for direction and sequence.



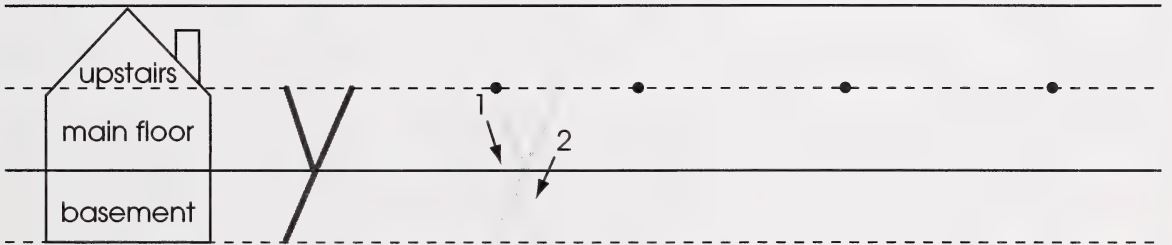
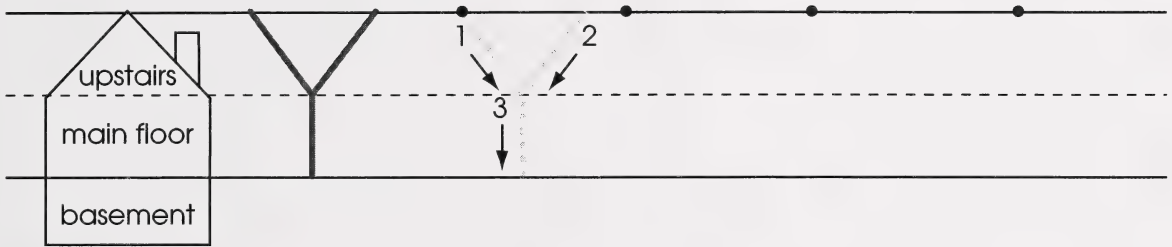


## Day 17

## Printing Yy

Trace over the first dotted **Y** or **y** in each line, and then complete the lines that follow.

Use the arrows and numbers as guidelines for direction and sequence.



# Day 18

# Alphabet Skills

Point to each letter below, and ask your student to name the letter. Check (✓) each letter the student names correctly.

j \_\_\_\_\_ h \_\_\_\_\_ f \_\_\_\_\_ d \_\_\_\_\_ b \_\_\_\_\_ z \_\_\_\_\_ x \_\_\_\_\_

v \_\_\_\_\_ t \_\_\_\_\_ r \_\_\_\_\_ p \_\_\_\_\_ l \_\_\_\_\_ n \_\_\_\_\_ a \_\_\_\_\_

o \_\_\_\_\_ c \_\_\_\_\_ y \_\_\_\_\_ e \_\_\_\_\_ w \_\_\_\_\_ m \_\_\_\_\_ u \_\_\_\_\_

g \_\_\_\_\_ s \_\_\_\_\_ i \_\_\_\_\_ q \_\_\_\_\_ k \_\_\_\_\_ Z \_\_\_\_\_ P \_\_\_\_\_

C \_\_\_\_\_ U \_\_\_\_\_ J \_\_\_\_\_ H \_\_\_\_\_ X \_\_\_\_\_ L \_\_\_\_\_ Y \_\_\_\_\_

G \_\_\_\_\_ F \_\_\_\_\_ V \_\_\_\_\_ N \_\_\_\_\_ E \_\_\_\_\_ S \_\_\_\_\_ D \_\_\_\_\_

T \_\_\_\_\_ A \_\_\_\_\_ W \_\_\_\_\_ B \_\_\_\_\_ R \_\_\_\_\_ O \_\_\_\_\_ M \_\_\_\_\_

Q \_\_\_\_\_ K \_\_\_\_\_ I \_\_\_\_\_



# Day 18 Alphabet Skills (continued)

Ask the student to say the alphabet in order, starting with the letter **A**. Check (✓) each appropriate box and comment below.

- ☐ The student can say the alphabet in order correctly.
- ☐ The student can say most of the letters in order.
- ☐ The student is not yet able to say the letters in order.

Comments

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Read the following letters aloud, and ask the student to print them on a separate sheet of paper. Do not show the letters to the student. For the second row of letters, say capital **A**, capital **F**, and so on. Staple the paper to the top of this page.

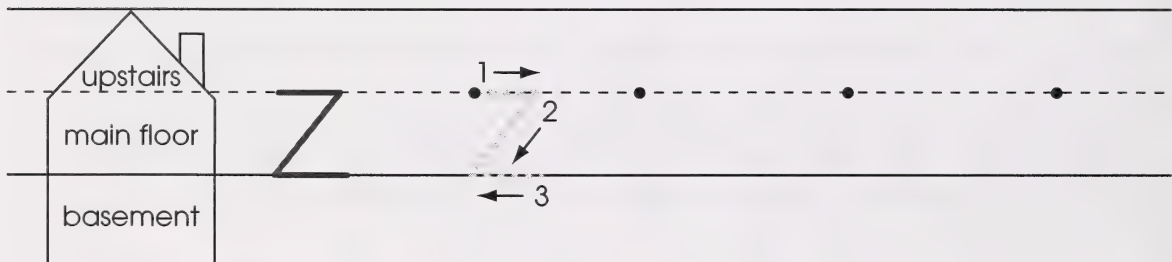
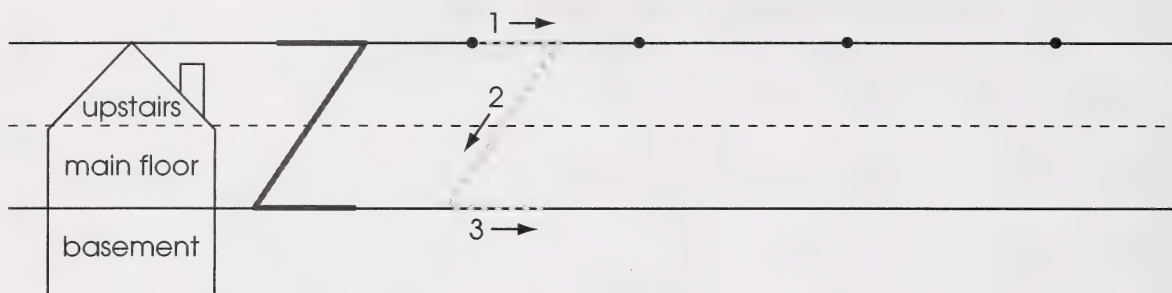
s	b	w	a	t	m	r	u	p	d
A	F	L	J	Y	N	G	C	E	H

## Day 18

## Printing Zz

Trace over the first dotted **Z** or **z** in each line, and then complete the lines that follow.

Use the arrows and numbers as guidelines for direction and sequence.



## Day 18

## Learning Log

**Home Instructor's Comments**

What have you observed about your student's general development and learning in this module? Complete the following checklist and additional comments. Check **yes** or **not yet**.

**Small Muscle Control**

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • holds pencil in a comfortable grasp                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • prints letters on base lines                            |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses art tools and supplies to create a pleasing effect |
- 
- 

**Health**

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • evaluates own work and can choose a personal best |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • sets goals for self-improvement                   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies feelings                               |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • appropriately expresses emotion                   |
- 
- 

**Drama**

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • takes on a role and acts like another person                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can express feelings and ideas with posture and facial expression |
- 
-



# Day 18 Learning Log (continued)

## Reading

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys reading and trying to figure out new words   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes and uses rhyming words   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies by sight familiar words in stories   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses a variety of strategies, such as predicting, rereading, and reading on to make sense of text |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • reads aloud with fluency and accuracy, after practice   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • self-corrects when reading does not make sense  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • recognizes some environmental print, such as signs, labels, and names                             |
- 
- 

## Language Development

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • speaks clearly and is easily understood                             |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • actively participates in discussions                                |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • tells stories and thoughts in a logical manner                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • listens to and understands stories, instructions, and conversations |
- 
- 

## Student's Thoughts

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# Grade One Thematic Assignment Booklet 2B

## Module 2B: Imagine That!

### Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

#### Days 10–18

- ☐ Thematic Assignment Booklet 2B (Check that all assignments have been completed, including three Learning Logs.)

#### Day 10

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 35 and 36
- ☐ Writer's Workshop (big and little sentences)

#### Day 11

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 41 and 42
- ☐ Journal Writing (favourite age)

#### Day 12

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 47 and 48
- ☐ *Level A: Modern Curriculum Press Phonics*, pages 45 and 46 (optional)
- ☐ Journal Writing (feelings)
- ☐ Alternative Activity: wild thing drawing and story (optional)

#### Day 13

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 19 and 20
- ☐ Writer's Workshop (Should you ever, would you ever, or could you ever writing page)
- ☐ Project Time: layered picture



## Day 14

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 43 and 44
- ☐ Journal Writing (wishful thinking)
- ☐ Project Time: Painting a Wish

## Day 15

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 53 and 54
- ☐ Journal Writing (manners)

## Day 16

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 57, 58, and 59
- ☐ Writer's Workshop (rhyming sentences)

## Day 17

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 60, 63, and 64
- ☐ Writer's Workshop (personal movie)

## Day 18

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 65 and 66
- ☐ Writer's Workshop (tub monster) (optional)